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ABSTRACT

This curriculum guide presents a sociology course for 11th and 12th grade Seminole County (Florida) students. Seven units are covered in the course: (1) society and culture; (2) social structure; (3) social institutions; (4) socialization; (5) continuity and change; (6) social problems; and (7) the research process. For each unit both county and state student performance standards are articulated as well as standards of excellence. (DB)

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Sociology

Curriculum

SO 030 427

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SOCIOLOGY CURRICULUM

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COURSE TITLE

COURSE CODE NUMBER.....2108300

COURSE TITLE.....Sociology

INSTRUCTIONAL LEVEL.....Standard

GRADE LEVEL.....11, 12

CREDIT.....1/2 or 0.5

LENGTH OF COURSE.....Semester

PREREQUISITES.....None

TEXTBOOK.....Rose, Peter I.
Sociology: Understanding Society.
3rd Edition. Massachusetts:
Prentice Hall, Inc., 1989

INTRODUCTION TO SOCIOLOGY CURRICULUM 1990

Notes to the teacher using this guide:

1. The purpose of Sociology is to provide students with the opportunity to acquire an understanding of group interaction and its impact on individuals. Appropriate concepts and skills will be developed in connection with the content that follows.

2. Specific content to be covered will include, but not be limited to, an understanding of the methods of study employed by sociologists, social institutions and norms, social classes, relationships between the sexes, racial and ethnic groups, the handicapped, societal determinants, group behavior, the socialization process (including the transmission of group behavior), social deviation, social conflict, social roles, social stratification, social participation, and the role of social organizations and institutions (including their interrelationships and interdependence).

COURSE OUTLINE

SOCIOLOGY

1.0 Society and Culture

- 1.1 Society and Culture
  - 1.1.1 Definition
  - 1.1.2 Social Facts/ Socialization
  - 1.1.3 Sociological Approach
  - 1.1.4 Social/Biological Differences
- 1.2 Culture
  - 1.2.1 Cultural Traits
  - 1.2.2 Description of Cultures
  - 1.2.3 Language/Gestures
  - 1.2.4 Signs/Symbols
- 1.3 Conformity and Deviance
  - 1.3.1 Values/Norms
  - 1.3.2 Mores/Folkways
  - 1.3.3 Legislation
  - 1.3.4 Deviance
  - 1.3.5 Controlled Environments

2.0 Social Structure

- 2.1 Roles, Relationships, and Groups
  - 2.1.1 Interaction
  - 2.1.2 Status
  - 2.1.3 Status Differentiation
  - 2.1.4 Roles
  - 2.1.5 Groups
  - 2.1.6 Bureaucracy
- 2.2 Social Stratification
  - 2.2.1 Definition
  - 2.2.2 Nonindustrial Social System
  - 2.2.3 Industrial Societies
  - 2.2.4 Social Mobility

3.0 Social Institutions

- 3.1 The Family
  - 3.1.1 History
  - 3.1.2 Courtship and Marriage
  - 3.1.3 Parenthood
  - 3.1.4 Divorce
- 3.2 Religion and Education
  - 3.2.1 Religious Membership
  - 3.2.2 Beliefs and Practices
  - 3.2.3 Religion Education
  - 3.2.4 Educational Function
  - 3.2.5 Education and Mobility
- 3.3 Government and Economic System
  - 3.3.1 Political Institutions
  - 3.3.2 American Political Process
  - 3.3.3 Economic Systems
  - 3.3.4 American Economic Systems

4.0 Socialization

- 4.1 Childhood
  - 4.1.1 Early Childhood
  - 4.1.2 Secondary Groups/ Role Models/ Television
  - 4.2.3 Case Studies
- 4.2 Adolescence
  - 4.2.1 Transition Period
  - 4.2.2 Experiences
  - 4.2.3 Sex Roles

COURSE OUTLINE

SOCIOLOGY

- 4.3 Adult Years
  - 4.3.1 Marriage/Parenthood/Work
  - 4.3.2 Blue-Collar Work
  - 4.3.3 White-Collar Work
  - 4.3.4 Professional Work
  - 4.3.5 Women in the Work Force
  - 4.3.6 Old Age
- 5.0 Continuity and Change
  - 5.1 Communities and Change
    - 5.1.1 Characteristics of Community
    - 5.1.2 Community Change
    - 5.1.3 American Urbanization
    - 5.1.4 City Life
  - 5.2 Social Movements and Collective Behavior
    - 5.2.1 Theories of Change
    - 5.2.2 Social Movements
    - 5.2.3 Characteristics
    - 5.2.4 Classifications
    - 5.2.5 Communication and Propaganda
    - 5.2.6 Collective Behavior
- 6.0 Social Problems
  - 6.1 Minorities and Discrimination
    - 6.1.1 Dominant and Minority Groups
    - 6.1.2 Prejudice
    - 6.1.3 Patterns of Discrimination
    - 6.1.4 Reactions to Discrimination
  - 6.2 Poverty
    - 6.2.1 Basic Reason
    - 6.2.2 Definition
    - 6.2.3 Social Problem
    - 6.2.4 Theories About Poverty
  - 6.3 Crime
    - 6.3.1 Definition
    - 6.3.2 White-Collar Crime
    - 6.3.3 Organized Crime
    - 6.3.4 "Victimless" Crime
    - 6.3.5 Justice System
  - 6.4 Problems of Mass Society
    - 6.4.1 Population Density and Growth
    - 6.4.2 Urban and Suburban Problems
    - 6.4.3 Pollution
    - 6.4.4 Alienation
    - 6.4.5 Social Conflict
- 7.0 The Research Process
  - 7.1 Identify Problems and State Hypothesis
    - 7.1.1 Questions
    - 7.1.2 Key Terms
    - 7.1.3 Hypothesis
  - 7.2 Gathering Data
    - 7.2.1 Research Design
    - 7.2.2 Library Resources
  - 7.3 Observational Techniques
    - 7.3.1 Observing People in Social Situations
    - 7.3.2 Concealed Participant Observation
    - 7.3.3 Open Participant Observation
    - 7.3.4 Nonparticipant Observation
  - 7.4 Using the Experimental Method
  - 7.5 The Sample Survey
    - 7.5.1 When to Use
    - 7.5.2 Sampling Techniques
    - 7.5.3 Probability

COURSE OUTLINE

SOCIOLOGY		
7.5.4	Survey Instruments	
7.5.5	How to Conduct an Interview	
7.5.6	A Mailed Questionnaire	
7.5.7	Tabulating the Responses	
7.5.8	Analyzing the Data	

COURSE: SOCIOLOGY

UNIT: 1.0 SOCIETY AND CULTURE

COUNTY COURSE OUTLINE

1.1 Sociology
- 1.1.1 Definition
- 1.1.2 Social Facts/Socialization
- 1.1.3 Sociological Approach
- 1.1.4 Social/Biological Differences

1.2 Culture
- 1.2.1 Cultural Traits
- 1.2.2 Description of Cultures
- 1.2.3 Language/Gestures
- 1.2.4 Signs/Symbols

1.3 Conformity and Deviance
- 1.3.1 Values/Norms
- 1.3.2 Mores/Folkways
- 1.3.3 Legislation
- 1.3.4 Deviance
- 1.3.5 Controlled Environments

COUNTY PERFORMANCE OBJECTIVES

1.1 Students will demonstrate knowledge of sociology as a field of study by:
1. defining sociology.
2. discussing the influence of social facts and socialization.
3. describing a systematic approach to sociological problem solving
4. differentiating between social and biological influences upon human behavior.

1.2 Students will demonstrate a knowledge of culture by:
1. identifying components which comprise a culture trait.
2. differentiating among cultures based on the cultural traits that describe them.
3. examining the role of language and gestures (communication) as they relate to culture.
4. recognizing the importance of signs and symbols in culture.

1.3 Students will demonstrate knowledge of conformity and deviance by:
1. contrasting values and norms.
2. differentiating between mores and folkways.
3. describing the way in which norms are legally enforced.
4. identifying theories of deviance.
5. explaining the purpose of social control.

DEPARTMENT OF EDUCATION INTENDED OUTCOMES

Recognize that the study of sociology provides a way of understanding human behavior and that scientific procedures are used to improve our understanding of human relationships and the problems of society. (IO-1)

Understand the interrelationships of values, norms, and institutions and their effects upon society. (IO-5)

Identify ways people learn beliefs, values, and behavior patterns. (IO-6)

Utilize the appropriate vocabulary, geographical, reference/study, critical thinking, and decision-making skills. (IO-8)

STANDARDS OF EXCELLENCE

STANDARDS

A. The student will use information acquisition and processing techniques as associated with History and the various Social Sciences.

SKILLS - The student will:

1019. Explain orally or in writing, the methods and procedures involved in conducting a social science investigation using the scientific method.

STANDARDS

E. The student will explain the interdependence of cultures, regions, nations, peoples and the biosphere.

SKILLS - The student will:

1100. Identify choices or alternative actions and their possible consequences in respect to problems of cultural diversity, conflict, cultural change, human/biosphere relations, population growth and human rights.

STANDARDS

F. The student will explain the relationship between beliefs and values, and how these concepts affect human behavior and conflicts.

SKILLS - The student will:

1115. Predict ways social institutions may affect the quality of human life.

TEXTBOOK REFERENCES

Sociology: Understanding Society,
3rd Edition
pages 13 - 71

Sociology: Understanding Society
Teacher's Resource Book
Transparency 1
pages 13-34, 177-182, 221-229, 272-277, 293, 295-297,
313, 315-317, 333, 337-338, 339, 343, 355, 364-369,
419, 434, 533-541, 585-593, 643-647

COURSE: SOCIOLOGY

UNIT: 2.0 SOCIAL STRUCTURE

COUNTY COURSE OUTLINE

2.1 Roles, Relationships, and Groups
- 2.1.1 Interaction
- 2.1.2 Status
- 2.1.3 Status Differentiation
- 2.1.4 Roles
- 2.1.5 Groups
- 2.1.6 Bureaucracy

2.2 Social Stratification
- 2.2.1 Definition
- 2.2.2 Nonindustrial Social System
- 2.2.3 Industrial Societies
- 2.2.4 Social Mobility

COUNTY PERFORMANCE OBJECTIVES

2.1 Students will demonstrate knowledge of the function of roles, relationships and groups by:
1. describing the impact interaction has upon social development.
2. defining the term status.
3. differentiating between ascribed status and achieved status.
4. identifying the reciprocal nature of roles.
5. classifying categories of social groups.
6. describing the advantages and disadvantages of the bureaucratic form of organization.

2.2 Students will demonstrate a knowledge of social stratification by:
1. defining social stratification.
2. describing nonindustrial social systems.
3. describing the social class structure of industrial societies.
4. describing the type of social mobility most commonly used in America today.

DEPARTMENT OF EDUCATION INTENDED OUTCOMES

Recognize that the study of sociology provides a way of understanding human behavior and that scientific procedures are used to improve our understanding of human relationships and the problems of society. (IO-1)

Understand the characteristics of social groups, their interrelationships, interdependence, and differences. (IO-2)

Define social structure and explain its significance. (IO-3)

Utilize the appropriate vocabulary, geographical, reference/study, critical thinking, and decision-making skills. (IO-8)

STANDARDS OF EXCELLENCE

STANDARDS

E. The student will explain the interdependence of cultures, regions, nations, peoples and the biosphere.

SKILLS - The student will:

1096. Compare and contrast fundamental values of different cultures in relationship to world issues (e.g., use of resources, human rights, food).
1100. Identify choices or alternative actions and their possible consequences in respect to problems of cultural diversity, conflict, cultural change, human/biosphere relations,population growth and human rights.

STANDARDS

F. The student will explain the relationship between beliefs and values, and how these concepts affect human behavior and conflicts.

SKILLS - The student will:

1115. Predict ways social institutions may affect the quality of human life.
1116. Infer through the use of appropriate source materials, values and beliefs of the characters involved which determine their relationships with other persons.

TEXTBOOK REFERENCES

Sociology: Understanding Society
3rd Edition
pages 72-119

Sociology: Understanding society
Teacher's Resource Book
Transparency 2
pages 35-52, 182-188, 230-235, 272, 278-279, 293, 298-299, 313, 318-319, 333, 352-353, 356, 364-365. 370, 435-445, 542-547, 594-599, 684-652

COURSE: SOCIOLOGY

UNIT: 3.0 SOCIAL INSTITUTIONS

COUNTY COURSE OUTLINE

3.1 The Family
- 3.1.1 History
- 3.1.2 Courtship and Marriage
- 3.1.3 Parenthood
- 3.1.4 Divorce

3.2 Religion and Education
- 3.2.1 Religious Membership
- 3.2.2 Beliefs and Practices
- 3.2.3 Religion Education
- 3.2.4 Educational Function
- 3.2.5 Education and Mobility

3.3 Government and Economic System
- 3.3.1 Political Institutions
- 3.3.2 American Political Process
- 3.3.3 Economic Systems
- 3.3.4 American Economic Systems

COUNTY PERFORMANCE OBJECTIVES

3.1 Students will demonstrate knowledge of the role of the family in social structure by:
1. reviewing the role of the family over time.
2. describing patterns of courtship and marriage.
3. examining the role and responsibilities of parents in modern society.
4. discussing the causes and effects of divorce.

3.2 Students will demonstrate knowledge of the role of religion and education by:
1. discussing the relationship between religious membership and other aspects of social life.
2. differentiating among religious beliefs and religious practices in the United States.
3. explaining the necessity of a separate education institution in a complex society.
4. identifying the functions of education in society.
5. recognizing the theories that relate education with social mobility.

3.3 Students will demonstrate knowledge of the roles of government and economic institutions with socialization by:
1. identifying the primary function of the political institution.
2. analyzing the American political process.
3. identifying the parts of formal economic systems.
4. analyzing the American economic system.

DEPARTMENT OF EDUCATION INTENDED OUTCOMES

Recognize how social needs may be met in social institutions. (IO-4)

Understand the interrelationships of values, norms, and institutions and their effects upon society. (IO-5)

Identify ways people learn beliefs, values, and behavior patterns. (IO-6)

Utilize the appropriate vocabulary, geographical, reference/ study, critical thinking, and decision-making skills. (IO-8)

STANDARDS OF EXCELLENCE

STANDARDS

D. The student will describe the interdependence of people and institutions in economic systems.

SKILLS - The student will:

1079. Describe an economic model that might be used to analyze the effects of some government policy on the economic system.

STANDARDS

E. The student will explain the interdependence of cultures, regions, nations, peoples and the biosphere.

SKILLS - The student will:

1096. Compare and contrast fundamental values of different cultures in relationship to world issues (e.g., use of resources, human rights, food).
1100. Identify choices or alternative actions and their possible consequences in respect to problems of cultural diversity, conflict, cultural change,human/biosphere relations, population growth and human rights.
1102. Explain the competencies of an effective participant in a democratic society and select the organization(s) or institution(s) most relevant to the problem, situation or issue with which one is concerned.

STANDARDS

G. The student will acquire skills to participate effectively in a democratic society and apply problem-solving skills to the democratic political process.

SKILLS - The student will:

1143. Contrast attitude toward freedom of conscience and freedom of religion in the United States with attitudes of other countries.
1149. Analyze the role of political parties in democratic governments.
1151. Compare and contrast bureaucracy in three different forms of government (traditional, democratic and authoritarian).

TEXTBOOK REFERENCES

Sociology: Understanding Society
3rd Edition
pages 120-189

Sociology: Understanding Society
Teacher's Resource Book
Transparencies 3-7
pages 53-79, 188-195, 236-244, 272-273, 280-282, 293, 300-302, 313, 320-322, 333, 346-348, 351, 354, 364-367, 370, 446-463, 548-556, 600-608, 653-675

COURSE: SOCIOLOGY

UNIT: 4.0 SOCIALIZATION

COUNTY COURSE OUTLINE

4.1 Childhood
- 4.1.1 Early Childhood
- 4.1.2 Secondary Groups/Role Models/Television
- 4.1.3 Case Studies

4.2 Adolescence
- 4.2.1 Transition Period
- 4.2.2 Experiences
- 4.2.3 Sex Roles

4.3 Adult Years
- 4.3.1 Marriage/Parenthood/Work
- 4.3.2 Blue-Collar Work
- 4.3.3 White-Collar Work
- 4.3.4 Professional Work
- 4.3.5 Women in the Work Force
- 4.3.6 Old Age

COUNTY PERFORMANCE OBJECTIVES

4.1 Students will demonstrate knowledge of childhood as a period of socialization by:
1. explaining the role of parents, the development of self, and the role of peers in early childhood.
2. discussing the influence of schools, reference groups and television on children.
3. comparing childhood experiences in three communities.

4.2 Students will demonstrate knowledge of the length of adolescence given a description of social conditions by:
1. recognizing adolescence as a transition period between childhood and adulthood.
2. listing experiences common to American adolescence.
3. formulating how sex roles are assigned.

4.3 Students will demonstrate knowledge of the responsibilities and problems of adulthood by:
1. applying principles of marriage, parenthood, work.
2. comparing unskilled, semi-skilled, and skilled workers abilities.
3. identifying the differences between clerical and managerial workers.
4. describing professional work in America.
5. discussing women in the work force.
6. discussing old age.

DEPARTMENT OF EDUCATION INTENDED OUTCOMES

Understand the characteristics of social groups, their interrelationships, interdependence, and differences. (IO-2)

Recognize how social needs may be met in social institutions. (IO-4)

Understand the interrelationships of values, norms, and institutions and their effects upon society. (IO-5)

Identify ways people learn beliefs, values, and behavior patterns. (IO-6)

STANDARDS OF EXCELLENCE

STANDARDS

E. The student will explain the interdependence of cultures, regions,nations, peoples and the biosphere.

SKILLS - The student will:

1100. Identify choices or alternative actions and their possible consequences in respect to problems of cultural diversity, conflict, cultural change, human/biosphere relations, population growth and human rights.

STANDARDS

F. Predict ways social institutions may affect the quality of human life.

SKILLS - The student will:

1115. Predict ways social institutions may affect the quality of human life.
1116. Infer through the use of appropriate source materials, values and beliefs of the characters involved which determine their relationships with other persons,

TEXTBOOK REFERENCES

Sociology: Understanding Society
3rd Edition
pages 190-263

Sociology: Understanding Society
Teacher's Resource Book
Transparencies 8-11
pages 80-107, 195-202, 245-253, 273, 283-285, 293-294, 303-305, 313, 323-326, 333, 337-338, 344-345, 349-350, 354, 364-365, 370, 435-445, 542-547, 594-599, 648-652

COURSE: SOCIOLOGY

UNIT: 5.0 CONTINUITY AND CHANGE

COUNTY COURSE OUTLINE

5.1 Communities and Change
- 5.1.1 Characteristics of Community
- 5.1.2 Community Change
- 5.1.3 American Urbanization
- 5.1.4 City Life

5.2 Social Movements and Collective Behavior
- 5.2.1 Theories of Change
- 5.2.2 Social Movements
- 5.2.3 Characteristics
- 5.2.4 Classifications
- 5.2.5 Communication and Propaganda
- 5.2.6 Collective Behavior

COUNTY PERFORMANCE OBJECTIVES

5.1 Students will demonstrate knowledge of how social change is related to time, place, and circumstance by:
1. categorizing the geographical, psychological, and organizational aspects of society.
2. describing the causation of social changes.
3. comparing the process of urbanization with the process of suburbanization.
4. differentiating among urban area, central city, suburb, metropolitan area, and megalopolis.

5.2 Students will demonstrate knowledge of the problems associated with social movements and collective behavior by:
1. discussing the individual approaches to social change.
2. identifying the ideology and goals of formal organizations or social movements.
3. listing characteristics of social movements.
4. contrasting classifications of social movements.
5. identifying the methods and agencies that control mass communication.
6. explaining collective behavior.

DEPARTMENT OF EDUCATION INTENDED OUTCOMES

Recognize that the study of sociology provides a way of understanding human behavior and that scientific procedures are used to improve our understanding of human relationships and the problems of society. (IO-1)

Recognize the existence of situations or conditions which are social problems and propose ways to deal with them. (IO-7)

Utilize the appropriate vocabulary, geographical, reference/ study, critical thinking, and decision-making skills. (IO-8)

STANDARDS OF EXCELLENCE

STANDARDS

B. The student will demonstrate that the past may be interpreted as a series of interrelated events.

SKILLS - The student will:

1032. Explain ways in which the interpretation of historical events changes from generation to generation.

STANDARDS

C. The student will use maps, globes and other models to interpret spatial relationships.

SKILLS - The student will:

1054. Develop alternative solutions to problems created by geographical variables.

STANDARDS

E. The student will explain the interdependence of cultures, regions, nations, peoples and the biosphere.

SKILLS - The student will:

1100. Identify choices or alternative actions and their possible consequences in respect to problems of cultural diversity, conflict, cultural change, human/biosphere relations, population growth and human rights.

STANDARDS

G. The student will acquire skills to participate effectively in a democratic society and apply problem-solving skills to the democratic political process.

SKILLS - The student will:

1153. Explain the competencies of an effective participant in a democratic society and select a political party or organization most relevant to the problem, situation or position with which one is concerned.

STANDARDS

H. The student will explain the interaction among science, technology and society.

SKILLS - The Student will:

1177. Describe situations in which advancements in science and technology may require reevaluation of individual moral and ethical beliefs.

TEXTBOOK REFERENCES

Sociology: Understanding Society
3rd Edition
pages 264-325

Sociology: Understanding Society
Teacher's Resource Book
Transparencies 12
pages 108-129, 202-207, 254-259, 274, 286-287, 295, 306-314, 327-328, 334, 346-347, 355, 357-358

COURSE: SOCIOLOGY

UNIT: 6.0 SOCIAL PROBLEMS

COUNTY COURSE OUTLINE

6.1 Minorities and Discrimination
- 6.1.1 Dominant and Minority Groups
- 6.1.2 Prejudice
- 6.1.3 Patterns of Discrimination
- 6.1.4 Reactions to Discrimination

6.2 Poverty
- 6.2.1 Basic Reason
- 6.2.2 Definition
- 6.2.3 Social Problem
- 6.2.4 Theories about Poverty

6.3 Crime
- 6.3.1 Definition
- 6.3.2 White-Collar Crime
- 6.3.3 Organized Crime
- 6.3.4 "Victimless" Crime
- 6.3.5 Justice System

6.4 Problems of Mass Society
- 6.4.1 Population Density and Growth
- 6.4.2 Urban and Suburban Problems
- 6.4.3 Pollution
- 6.4.4 Alienation
- 6.4.5 Social Conflict

COUNTY PERFORMANCE OBJECTIVES

6.1 Students will demonstrate knowledge of the problems of minority groups by:
1. defining dominant and minority groups.
2. explaining the factors causing prejudice.
3. identifying patterns of discrimination.
4. recognizing differing reactions to prejudice and discrimination.

6.2 Students will demonstrate knowledge of poverty by:
1. analyzing the basic reason for poverty in the American society (institutionalized inequity).
2. defining poverty.
3. identifying poverty as a social problem.
4. discussing theories about poverty.

6.3. Students will demonstrate knowledge of crime by:
1. defining crime.
2. assessing the impact of white-collar crime.
3. explaining the problem of organized crime.
4. defining victimless crime.
5. evaluating the justice system.

6.4 Students will demonstrate knowledge of the problems accompanying mass societies by:
1. identifying the factors that contribute to population increase and decrease.
2. comparing the process of urbanization and the process of suburbanization.
3. identifying types of environmental pollution.
4. defining alienation.
5. describing the causes of social conflict.

DEPARTMENT OF EDUCATION INTENDED OUTCOMES

Recognize that the study of sociology provides a way of understanding human behavior and that scientific procedures are used to improve our understanding of human relationships, and the problems of society. (IO-1)

Understand the characteristics of social groups, their interrelationships, interdependence, and differences. (IO-2)

Identify ways people learn beliefs, values, and behavior patterns. (IO-6)

Recognize the existence of situations or conditions which are social problems and propose ways to deal with them. (IO-7)

Utilize the appropriate vocabulary, geographical, reference/study, critical thinking, and decision-making skills. (IO-8)

STANDARDS OF EXCELLENCE

STANDARDS

B. The student will demonstrate that the past may be interpreted as a series of interrelated events.

SKILLS - The student will:

1033. Interpret changes that have occurred in economic, political and social systems of western and non-western societies.

STANDARDS

F. The student will explain the relationship between beliefs and values, and how these concepts affect human behavior and conflicts.

SKILLS - The student will:

1116. Infer through the use of appropriate source materials, values and beliefs of the characters involved which determine their relationships with other persons.

STANDARDS

G. The student will acquire skills to participate effectively in a democratic society and apply problem-solving skills to the democratic political process.

SKILLS - The student will:

1144. Analyze various laws and documents from the American experience to infer the different conceptions of equality (equality before the law, equality of opportunity, equality of access, equality of end result).
1145. Trace the adult criminal justice procedure from arrest to the restoration of civil rights.

TEXTBOOK REFERENCES

Sociology: Understanding Society
3rd Edition

Sociology: Understanding Society
Teacher's Resource Book
Transparencies 13-15
pages 130-176, 207-218, 260-271, 274, 288-291, 295, 324, 329-332, 334, 341-345, 348-350, 356-357, 264-370, 492-514, 572-583, 621-635, 668-672

COURSE: SOCIOLOGY

UNIT: 7.0 THE RESEARCH PROCESS

COUNTY COURSE OUTLINE

7.1 Identify Problems and State Hypothesis
- 7.1.1 Questions
- 7.1.2 Key Terms
- 7.1.3 Hypotheses

7.2 Gathering Data
- 7.2.1 Research Design
- 7.2.2 Library Resources

7.3 Observational Techniques
- 7.3.1 Observing People in Social Situations
- 7.3.2 Concealed Participant Observation
- 7.3.3 Open Participant Observation
- 7.3.4 Nonparticipant Observation

7.4 Using the Experimental Method

7.5 The Sample Survey
- 7.5.1 When to Use
- 7.5.2 Sampling Techniques
- 7.5.3 Probability
- 7.5.4 Survey Instruments
- 7.5.5 How to Conduct an Interview
- 7.5.6 A Mailed Questionnaire
- 7.5.7 Tabulating the Responses
- 7.5.8 Analyzing the Data

COUNTY PERFORMANCE OBJECTIVES

7.1 Students will demonstrate a knowledge of the research process by:
1. formulating appropriate research questions.
2. recognizing the importance of precisely defining key terms.
3. listing the steps involved in formulating useful hypotheses.

7.2 Students will demonstrate knowledge of data gathering techniques by:
1. describing how to choose the appropriate research design to test a hypothesis.
2. recognizing various library resources.

7.3 Students will demonstrate a knowledge of observational techniques by:
1. discussing the problems inherent in observing people in social situations.
2. recognizing the proper use of concealed participant observation.
3. recognizing the proper use of open participant observation.
4. recognizing the proper use of nonparticipant observation.

7.4 Students will explain the use of experimental and control groups, to show recognition of how sociologist use the experimental method.

7.5 Students will demonstrate knowledge of how the sociologist uses the sample survey technique by:
1. identifying situations when it is proper to use a sample survey.
2. explaining the appropriate use of sampling techniques.
3. describing the probability theory.
4. identifying appropriate and inappropriate survey instruments.
5. reviewing how to conduct an interview.
6. discussing the use of a mailed questionnaire.
7. identifying alternate means of tabulating data.
8. recognizing the difficulties inherent in analyzing data.

DEPARTMENT OF EDUCATION INTENDED OUTCOMES

Recognize that the study of sociology provides a way of understanding human behavior and that scientific procedures are used to improve our understanding of human relationships and the problems of society. (IO-1)

Utilize the appropriate vocabulary, geographical, reference/study, critical thinking, and decision-making skills. (IO-8)

STANDARDS OF EXCELLENCE

STANDARDS

A. The student will use information acquisition and processing techniques as associated with History and the various Social Sciences.

SKILLS - The student will:

1019. Explain orally or in writing the methods and procedures involved in conducting a social science investigation using the scientific method.
1020. Write a properly documented research paper that adequately defends and supports an appropriate thesis statement.

TEXTBOOK REFERENCES

Sociology: Understanding Society
3rd Edition
pages 426-447

Sociology: Understanding Society
Teachers Resource Book
pages 218-220, 371-389